Influence of project activities on students' motivation and personal development in the conditions of modern education

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Abstract. This article considers the problems and prospects of the influence of modern directions of project activities on motivation and personal development. The purpose of the research is aimed at establishing the influence of project activities on the motivation of secondary school students and their personal development, in the conditions of modern education. In the course of literature analysis, modern factors contributing to the effective implementation of project work in the educational process for the development of motivation and personal development of students were established. Since the level of development of motivation and personal development of 10th grade students was at an average level. Practical activities based on project work were developed and tested, taking into account modern requirements. Project activities are integrated directly into the lessons of the 10th grade in the volume of several subjects in order to comprehensively promote the development of motivation and personal qualities in students. Their effectiveness was confirmed by the evaluation of the learning motivation of EG high school students, which at the final stage showed a significant improvement in the indicators of intrinsic motivation and a decrease in external negative factors. Project activities had a significant impact on the development of personal development, as all indicators in the experimental group also improved: Self-esteem, Self-acceptance and the Image of "Self".

Keywords: project activity, high school students, motivation, personal development, development factors.

Introduction

The modern education system is undergoing significant changes, which are focused, among other things, on the need to form a student as a comprehensively developed personality. Such a personality should be able to successfully adapt to the conditions of constantly changing life. On this basis, one of the important directions of transformation of the education process is a more active introduction of project activities. Provided that project activities become an important tool aimed at motivating students to personal development. This is also due to the fact that project activities give students the opportunity to develop their personal skills and abilities in the process of learning: communicative, critical thinking and others. It also develops their motivation to acquire knowledge and responsibility for their results.

The relevance of the research topic is that in the conditions of modern society, characterized by high competition and the need for each person to constantly grow professionally, it is important to pay attention to the preparation of students for independent creative activity based on motivation and personal development. The importance of project work lies in the fact that it can help to develop in pupils such important qualities as initiative, independence and ability to make decisions. In addition, project work arouses students' interest in learning, increases the level of motivation and development of personal characteristics that are necessary for successful social adaptation.

Despite the obvious importance of project activities, there are a number of problems related to their implementation in the educational process. One of the main difficulties is insufficient methodological training of teachers, who often face difficulties in organizing and supporting projects. In addition, there is the question of how to integrate project work into the curriculum in the most effective way so that it brings maximum benefit both in academic and personal development of students.

The results of previous studies show that the issues concerning some influence of project activities on students' motivation and personal development have been considered in other studies. These include the works of the following foreign scientists: M. Carroll, who describes personal development in project management as an important skill [1]; P. Shekhar, who noted the influence of personal development styles in project implementation [2]; T. Wu, who noted the main ideas of projects on the development of motivation and personal qualities for senior students. T. Wu, who noted the main ideas of projects to develop motivation and personal qualities for high school students [3];

N. Dagbaeva and M. Osipova describing personal development practices at school and motivation to work as the main predictors of human behavior [4]. It should be noted that the authors show in different ways that students' participation in projects contributes to the increase of interest in learning and the formation of many personal orientations.

Kazakhstan researchers also actively study the influence of project activities on intellectual and emotional development of schoolchildren, including leadership. The following works should be referred to such works: N. Sigacheva on the use of the project method in the formation of cognitive interest. N. Sigacheva on the use of the method of projects in the formation of cognitive interest on the example of elementary school [5]; D. Dong, R. Butler, J. Herbert investigating the tendencies of organizing project activities, also in elementary school [6]; B. Atysheva considering project activities as a means of developing cognitive activity in schoolchildren [7] and others. At the same time, it should be noted that many aspects regarding the impact of project activities in modern conditions on students' motivation and personal development remain unexamined, especially in relation to high school students.

The scientific novelty of this study lies in its comprehensive approach to integrating project-based activities directly into the structure of regular classes for high school students through interdisciplinary implementation across eleven academic disciplines simultaneously. Unlike previous stud-

ies, which focused primarily on the isolated application of project methods in individual subject areas or optional formats, this work demonstrates the systematic integration of project activities into the basic educational process with a simultaneous assessment of its impact on both the motivational sphere and the personal development of students.

A distinctive feature of the study is the use of a two-component diagnostic methodology that combines a quantitative assessment of academic motivation (the methodology of M.I. Lukyanova and N.V. Kalinina) with a qualitative analysis of personal development through self-concept (the questionnaire of E. Pierce and D. Harris). This combination of tools made it possible to identify not only changes in the level of internal and external motivation, but also to track the transformation of such personal parameters as self-esteem, self-acceptance, and self-image, which is rarely found in modern pedagogical experiments focused on project-based activities.

The innovative nature of the work is also due to the adaptation of project activities to the specifics of each academic discipline while maintaining a unified methodological platform, which provided the opportunity to develop universal competencies in high school students through subject-specific formats of interaction. This approach made it possible to overcome the traditional fragmentation of project activities and ensure their organic integration into the educational continuum without additional time constraints on the participants in the process.

The empirical value of the study is enhanced by the use of a comparative pedagogical experiment with a control group in the context of the real educational process of a regional school in Kazakhstan, which made it possible to obtain valid data on the effectiveness of the proposed model of project activity integration in the context of the modern requirements of the national education system.

The purpose of the study is to determine the influence of project activities on the motivation of secondary school students and their personal development in the conditions of modern education.

The main areas of research are:

· identification of modern factors contributing to the effective implementation of project work in the educational process for the development of motivation and personal development of students;

· development of measures to increase the impact of project activities on students' motivation and personal development, taking into account the requirements of modern education.

The research methodology is based on a comprehensive approach. The research methods were the analysis of literature on the use of project activities in modern school, motivation and personal development. Observation of the process of implementation of educational projects by students was carried out. Surveys of teachers were organized to identify their attitude to project work and its impact on learning motivation and personal development. A pedagogical experiment was conducted to determine the level of motivation and personal changes in the participants of the project activity, before and after its completion.

The following procedures were carried out in the course of the research: development of objectives and research program, implementation of the research and evaluation of the results. Thus, for example, the measurement of motivation and personal development level was carried out with the help of psychological tests and observations of students' behavior in the process of working on the project.

The significance of the study lies in expanding and supplementing the basic concepts and provisions on the topic, as well as previously conducted research. Practical results allow to define new approaches to the use of project activities in the school process, which should motivate students to learn and prepare them for independent activity. Since the development of personal quali-

ties usually contributes to getting students motivation or interest in learning. Also, the results of the study can be used by educators to improve teaching methods and can be applied in further research.

Materials and methods

Monographs, textbooks, dissertation studies and foreign and Kazakhstani scientific publications of some importance for the consideration of the topic of this study were used as materials of the research. For detailed comparative analysis, two studies were used, which contain information that will allow us to assess the main criteria underlying the research topic.

Literature analysis was conducted on the basis of content analysis of foreign and domestic sources to establish the current factors that contribute to the effective implementation of project work in the educational process for the development of motivation and personal development of students.

Observation of the process of implementation of educational projects to establish the level of motivation and personal development among students. The following signs of insufficient motivation were identified: passivity and low activity, expressed in the demonstration of low interest in the project, rare initiative and lack of desire to search for additional information to study the project topic; lack of interest in the results, traced in dissatisfaction with the process of work in the project, in the lack of participation in the discussion and make suggestions; indifferent attitude to the results of the project; low concentration and inattention, noted in the form of constant distractions and lack of attention to the results of the project; low concentration and inattention, noted in the form of constant distractions and lack of attention to the results of the project. Signs of insufficient personal development were: inability to take responsibility, expressed in fear of possible mistakes, shifting responsibility to other team members and avoiding important decisions; insufficient initiative, characterized as rare suggestions, passive expectation of instructions from the teacher or team members; low communication skills, defined by difficulty expressing their thoughts, inability to to defend and argue your point of view, isolation or conflict; low level of self-organization, expressed in non-compliance with deadlines, constant delays, lack of a clear understanding of the sequence of actions in the project, chaotic actions, inability to plan their work. In order to identify the indicated signs, an observation was conducted among 10th grade students of Semey city (two classes, 56 people in total). Each student's participation was tracked: in individual meetings; during project discussions; at project presentations. The frequency of proposals and their absence was recorded. The students were also interviewed about their impressions of the project activities and the degree of satisfaction with the process and results. The level of motivation and perception of their own contribution to the project was assessed in the form of a mini questionnaire.

The questionnaire survey is aimed at establishing a comprehensive understanding of the attitude to project activities and its real impact on motivation and personal development and on the whole learning process. The questionnaire survey was conducted among teachers: to determine the teachers' opinion (32 people) about the project activity, its significance for students' learning motivation and personal development. Teachers were asked four groups of questions to establish; general impression about the importance of project work, its advantages, disadvantages; impact on motivation, through students' interest in the subject, satisfaction and pride, levels of interest; impact on personal development, regarding independence, creativity and creativity and the impact of project work on the development of personal qualities in students; conditions of modern education (factors and obstacles that contribute to the increase of learning motivation and personal development of students); the impact of project work on the development of personal qualities in students; the impact of project work on the development of personal development of students. The questionnaire survey was conducted electronically, on a voluntary basis. The results were processed: quantitatively (answers were summarized

and translated into percentages of the total number); qualitatively (generalization of the same opinions)

The pedagogical experiment was conducted to determine the level of motivation and personal changes in the participants of the project activity, before and after its completion. During the experiment we used the methodology of M.I. Lukyanov, N.V. Kalinin to assess the study of learning motivation of high school students [8] and the Personality Questionnaire "Self-concept", E. Pierce and D. Harris [9]. Since these methods are suitable for high school students

The first method allows measuring the level of learning motivation, including the level of intrinsic and extrinsic motivation. This methodology allows assessing the level of students' learning motivation, as it includes 18 statements, which are divided into three blocks: personal meaning of learning (1-3 statements); the degree of development of goal setting (4-6 statements); other motives (7-9 statements). To determine whether 10th grade students have a high level of learning motivation, expressed in the interest and desire of the pupil to learn. This methodology is based on several evaluation scales, which makes it possible to assess separately intrinsic motivation (IM) and extrinsic motivation (extrinsic positive (EM+); extrinsic negative (EM-).

The diagnosis of personal development was carried out on the basis of the questionnaire "Self-concept", E. Pierce and D. Harris.T. The methodology allows to establish students' ideas about themselves as indicators of personal development. The most important components of "Self-concept" are: self-esteem; self-acceptance; the image of "Self", in terms of behavior, motivation and emotional state. This diagnosis is important for personal growth as well as for successful social and educational activities.
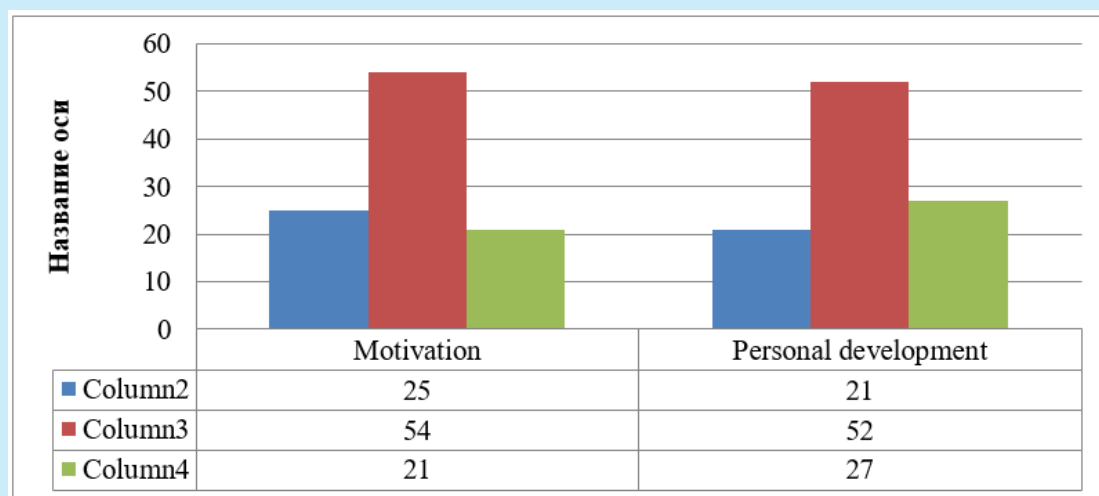
The results of both diagnostics should be the basis for the development of motivation programs and wider development of the existing potential of students.

Results

Results of the literature analysis. The peculiarities of project activity integration in creative and educational spaces are considered [10]. The project activity is studied in detail as a means aimed at the formation of students' important competencies arising from modern conditions, have been studied [11; 12]. Methodological recommendations on the use of project activities in teaching individual subjects at school, developed by the National Academy of Education named after I. Altynsarin [13]. Foreign experience of integrating project activities for the development of motivation and personal development at school has been studied: about motivation in the process of project research [14]; about the critical role of motivation to transition in the process of transfer of learning [15]; about profiling affective characteristics of digital informal learning, taking into account the person-centered approach [16]; about the importance of the project method in lessons at school, by the example of foreign language [17]. The results established modern factors that contribute to the effective implementation of project work in the educational process to develop motivation and personal development of students: individualization of learning, allowing students to choose topics that match their interests and goals, which enhances personal motivation and develops personal qualities; the use of digital technologies that make the learning process more exciting and help students to analyze data and create new products on their own; interdisciplinary and interdisciplinary learning; the use of digital technologies that help students to create new products; and the use of digital technologies that help students to analyze data and create new products on their own. All these factors contribute to the development of students' motivation and personal development, which is the basis for students to have a successful future in a rapidly changing world. Based on these factors, the practical activities used in the experiment will be developed.

The results of observation of the process of implementation of learning projects to establish the level of motivation and personal development among students are summa-

rized, summarized and reflected according   to Figure 1.

Figure 1. Results of the observation of the process of implementation of educational projects of 10th grade students, in percentages

The results of teachers' questionnaire survey are presented in Table 1, according to the allocated groups of questions to establish a general impression of the school project activity, the impact on motivation, on personal development and modern conditions.

Table 1. Results of teachers' questionnaire survey (n=32

Questions	Totally agree	On average agree	Disagree
1. Overall impression of the project activities			
Project activities are important in the educational process	75%	16%	9%
Advantages of project work: development of independence and creativity	82%	12%	0%
Disadvantages of project work: high labor intensity and time costs	62%	32%	6%
2. Impact on motivation			
Project work increases students' interest in the subject	75%	16%	9%
Projects generate a sense of accomplishment and pride in students	50%	50%	0%

It is easy to get students interested in project activities	47%	44%	9%
3. Personal development			
Project activities develop students' autonomy	82%	16%	9%
Project activities stimulate the development of creative abilities	87%	13%	0%
Project work contributes to the development of personal qualities	62%	29%	9%
4. Conditions of modern education			
Factors contributing to increased student motivation			
Individualized approach	82%	18%	0%
Interactive technologies	68%	16%	16%
Real-life connection	50%	44%	6%
5. Barriers to effective student motivation			
School program overload	100%	0%	0%
Insufficient attention to the individual needs of students	44%	47%	9%
Limited use of modern technology	55%	29%	16%
6. Elements of the educational system contributing to personal development			
Social projects	50%	50%	0%
Participation in volunteer activities	50%	34%	16%
Opportunity to choose courses and directions	69%	25%	6%
7. Barriers limiting personal development			
Standardized test examinations	75%	25%	0%
Overly academic	50%	41%	9%
Lack of time for creative expression	68%	16%	16%

The results of assessment of motivation for learning of high school students according to the methodology of M.I. Lukyanov, N.V. Kalinin at the beginning of the experiment are reflected in Table 2.

Table 2. Results of assessment of senior pupils' learning motivation according to the method of M.I. Lukyanov, N.V. Kalinin at the beginning, in percents

Group	Intrinsic Motivation (IM)	External positive motivation (EM+)	External Negative Motivation (EM-)
EG	54%	22%	22%
KG	52%	24%	24%

The indicators of students' motivation in the experimental and control groups at the beginning of the experiment are close in all parameters, which makes them comparable for further comparison during the experiment. Since the values are at a close level, which indicates a similar level of intrinsic motivation of students in both groups at the beginning of the experiment. The difference is only 2%, which is statistically insignificant.

The results of diagnostics of personality abilities according to the method using the personality questionnaire of E. Pierce and D. Harris are shown in Table 3.

Table 3. Results of diagnostics of personal development on the basis of self-concept at the beginning of the experiment

Group	Parameters	Average score	Standard deviation SD
EG	Self-esteem	62	7
	Self-acceptance	68	5
	The image of "Self"	65	6
KG	Self-esteem	61	8
	Self-acceptance	69	4
	The image of "Self"	64	7

The experimental group demonstrates average indicators for all indicators, and a small variation in the levels of self-esteem and self-perception among the students of the group. The control group shows similar results, but the level of variation in the parameter "Self-esteem" is higher here than in the parameter "Self-acceptance". At the same time, the average scores for each parameter are approximately equal in both groups, which indicates that the sample is homogeneous and can be used in the experiment.

Specific project activities have been developed and integrated directly into 10th grade lessons in the scope of several academic subjects. Since an integrated approach can contribute to the development of motivation and personal qualities in 10th grade students:

1. Russian language and literature - project activity: "Speeches on the topic" on topics chosen in advance by pupils. Its realization is carried out with elements of text analysis, and argumentation of own thoughts, with visualization (presentation). Results: development of interest in literature, skills of public speaking, structuring of thoughts, argumentation of one's point of view and support of eye contact.

2. History - project activity: "Debate on a historical event", on one of the important historical events. One team defends one side of a historical event, the other defends the opposite side. Outcomes Development of interest in history, personal skills (public speaking, critical thinking, teamwork and argumentation skills).

3. Social studies - project activity: "Role-playing games", during lessons students play the roles of politicians, businessmen, activists and other representatives of society. They themselves play out scenarios related to solving social and economic problems. The result is the development of interest in social development issues, personal skills aimed at confidence in decision-making, conflict management, interpersonal interaction and negotiation processes.

4. Mathematics - project activity: "Team competitions on problem solving".

5. Physics - project activity: "Science experiments and demonstrations".

6. Chemistry - project activity: "Discovery Lab" on a wide range of topics.

7. Biology - project activity: "Research projects on ecosystems, animal and plant species, health and nutrition".

8. Geography - project activity: "Geographical exploration of the area".

9. Informatics - project activity: "Creation of software".

10. Foreign language - project activity: "Public Speaking in a Foreign Language".

11. Physical Education - project activity: "Captains' competition".

The results of the final assessment of motivation for learning of high school students (according to the methodology of M.I. Lukyanov, N.V. Kalinin), in comparison with the initial ones are reflected in Table 4.

Table 4. Comparative analysis results

Group	Indicator	Beginning of the experiment	End of experiment
EG	Intrinsic motivation	54%	72%
	External positive motivation	22%	19%
	External negative motivation	22%	9%
KG	Intrinsic motivation	52%	54%
	External positive motivation	24%	23%
	External negative motivation	24%	23%

The table 5 shows the results of comparative diagnosis of personal development in students at the beginning and end of the experiment in percentages.

Table 5. Results of comparative diagnostics of personal development (self-concept) at the beginning and end of the experiment in

Group	Parameters	Average score at start	Standard deviation SD	Average score at end	Standard deviation SD	Deviations (beginning and end)
EG	Self-esteem	62	62	70	5	+8
EG	Self-acceptance	68	68	75	4	+7
EG	The image of "Self"	65	65	72	3	+7
KG	Self-esteem	61	61	63	7	+2
KG	Self-acceptance	69	69	71	5	+2
KG	The image of "Self"	64	64	65	6	+1

Discussion

The results of observation of the process of implementation of educational projects to establish the level of motivation and personal development among 10th grade students show that the majority of students have an average level of motivation (54%) and personal development (52), while a minority of them demonstrate high (25% - motivation and 21% - personal development) or low indicators (21% and 27%, respectively). These indicators show that it is necessary to develop these skills in students.

Conclusions on the results of teachers' questionnaire survey (n=32). Regarding the general impression of project activity. The majority of teachers (75%) consider project activity important in the educational process, 16% agree on average, and (9%) disagree with this position. Such indicators show that there are disagreements among the teaching staff on this issue. According to teachers' opinion, the main advantages of project work are related to the development of students' independence and creativity (82% fully agree, and 18% partially agree), which confirms its value for personal growth. The disadvantage is high labor intensity and time consumption (62%), which may become an obstacle for active implementation of this practice, while 6% disagree, but their number is insignificant.

Impact on motivation. Three quarters of the teachers surveyed (75%) are convinced that project work helps to increase students' interest in the subject, 16% agree moderately, and 9% disagree. Half of teachers are convinced that projects create a sense of satisfaction and pride in students (50%), but the other half are less certain of this effect. About half of teachers (47%) believe that it is easy to get students interested in project activities, indicating a need to develop methods to attract interest. 16% are doubtful, and 9% believe that it is impossible.

Influence on personal development. Almost all respondents (82-87%) note the positive impact of project work on the development of individual personal qualities: students' independence and creative abilities. While only 62% of teachers see that project work contributes to the development of personal qualities, on average 29% and 9% completely disagree with this statement. Such indicators show that more attention to this aspect is required not only for pupils, but also for teachers.

Individualized approach is recognized as modern conditions of education in this part, as it is noted by the majority of teachers (82%) as an important factor of increasing pupils' motivation. At the same time, interactive technologies and connection with real life received much less support (68% and 50% respectively), besides 16% of teachers disagree that interactive technologies can increase motivation, and 6% express the same opinion about connection with real life. School program overload was recognized by all teachers as the main barrier to effective motivation (100%). In questions related to personal development, social projects and participation in volunteer activities evoked equal opinions (50% each), which emphasizes the diversity of views on these aspects. At the same time, 16% of teachers rejected the importance of social projects and 6% rejected participation in volunteer activities. The greatest concern is caused by barriers limiting personal development in the form of standardized test exams (75%) and excessive academics (50%), which limits opportunities for creative self-expression and reduces motivation.

Based on the presented data on the methodology of M.I. Lukyanova and N.V. Kalinina, it is established that the level of intrinsic motivation (IM) is not high, as it is in EG - 54%, in KG - 52%. The level of external positive motivation (EM+): EG - 22%; CG - 24%, characterized by a similar level of motivation associated with external encouragement and recognition of achievements, are high. The level of external negative motivation (EM-): EG - 22%; CG - 24%, indicates that both groups experience approximately the same level of pressure and fear of possible negative consequences of failure.

Comparative analysis showed that in the experimental group, intrinsic motivation increased significantly from 54% to 72% (by

18%). External positive motivation decreased slightly: from 22% to 19% (by 3%), external negative motivation decreased almost twice 22% to 9%, more than twofold. While in the control group, intrinsic motivation increased insignificantly - by 2%, extrinsic positive motivation remained practically unchanged (1% decrease), the same dynamics in the area of extrinsic negative motivation. Such indicators show that the significant improvement of intrinsic motivation indicators and decrease of external negative factors, occurred as a result of the positive influence of project activities on students' learning motivation. As in the control group such changes are not observed. The obtained data confirm the importance of special measures used in project activities to stimulate students' motivation.

According to the development of personal development on self-esteem according to the Self-concept, at the end of the experiment on the parameter of self-esteem most students in the experimental group have higher indicators. So the level of self-esteem in EG became close to the average value of 70 points, as SD = 5, indicates that the group was more homogeneous on this indicator, a smaller spread is noted for the indicator of self-acceptance (SD = 4), indicating a high level of self-acceptance among the majority of students in the group, evaluating themselves positively. For the Image of Self-concept SD is the lowest and equals 3, which indicates a high degree of unity in the perception of their image of Image of Self-concept, as the majority of EG pupils have formed a clear and stable self-image. In the control group, lower indicators and greater spread in answer variants are noted.

Conclusion

The conducted research confirms that targeted integration of project activities into the educational process serves as an effective mechanism for enhancing both motivational characteristics and personal development indicators among high school students. The experimental validation demonstrated that systematic imple-

mentation of project-based learning across multiple academic disciplines produces measurable positive outcomes in student development.

The comprehensive approach employed in this study, combining observation, teacher surveys, and psychological diagnostics, provided robust evidence for the effectiveness of project activities. The integration of project work into regular classroom instruction across eleven academic subjects created opportunities for students to develop critical competencies while maintaining curriculum alignment.

The experimental intervention yielded substantial improvements in the experimental group across all measured parameters. The enhancement of internal motivational drivers, coupled with the reduction of external pressure-based motivation, indicates a fundamental shift toward intrinsic engagement with learning. Similarly, the advancement in self-concept parameters demonstrates that project activities contribute meaningfully to students' personal growth and self-perception.

These findings hold practical significance for educational practitioners seeking evidence-based approaches to foster student development. The multi-subject integration model tested in this study offers a replicable framework for schools aiming to implement project-based learning effectively. The results suggest that when properly structured and implemented, project activities can address multiple educational objectives simultaneously, developing both academic engagement and personal qualities essential for students' future success.

The study contributes to the growing body of evidence supporting project-based learning as a pedagogical approach aligned with contemporary educational needs. Future research could explore the long-term sustainability of these improvements and investigate how project activities can be optimized for different educational contexts and student populations.

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Жобалық қызметтің қазіргі білім беру жағдайында оқушылардың мотивациясы мен жеке дамуына әсері

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Аңдатпа. Мақалада жобалау қызметінің қазіргі заманғы бағыттарының мотива-ция мен жеке дамуға әсер ету мәселелері мен перспективалары қарастырылады. Зерттеудің мақсаты жобалық іс-әрекеттің орта мектеп оқушыларының мотиваци-ясына және қазіргі білім беру жағдайында олардың жеке дамуына әсерін анықта-уға бағытталған. Әдебиеттерді талдау барысында оқушылардың мотивациясы мен жеке дамуын дамыту үшін білім беру процесінде жобалық қызметті тиімді жүзеге асыруға ықпал ететін заманауи факторлар анықталды. Себебі 10-сынып оқушы-ларының мотивациясы мен тұлғалық даму деңгейі орта деңгейде болды. Қазіргі заманғы талаптарды ескере отырып, жобалау қызметіне негізделген практикалық

іс-шаралар әзірленді және сыналды. Жобалау қызметі оқушылардың мотивациясы мен жеке қасиеттерін дамытуға кешенді жәрдемдесу мақсатында бірнеше пәндер көлемінде 10-сынып сабақтарына тікелей біріктірілген. Олардың тиімділігі ЭГ жоғары сынып оқушыларының оқу мотивациясын бағалаумен расталды, бұл соңғы кезеңде ішкі мотивация көрсеткіштерінің айтарлықтай жақсарғанын және сыртқы жағымсыз факторлардың төмендегенін көрсетті. Жобалық қызмет жеке қасиеттердің дамуына айтарлықтай әсер етті, өйткені эксперименттік топта барлық көрсеткіштер жақсарды, соның ішінде: өзін-өзі бағалау, өзін-өзі қабылдау және «Мен» бейнесі.

🔑 **Кілтті сөздер:** жобалық қызмет, жоғары сынып оқушылары, мотивация, жеке даму, даму факторлары.

Влияние проектной деятельности на мотивацию и личностное развитие учащихся в условиях современного образования

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📝 **Аннотация.** В статье рассматриваются проблемы и перспективы влияния современных направлений проектной деятельности на мотивацию и личностное развитие. Цель исследования направлена на установление влияния проектной деятельности на мотивацию учащихся средней школы и их личностное развитие в условиях современного образования. В ходе анализа литературы были установлены современные факторы, способствующие эффективной реализации проектной деятельности в образовательном процессе для развития мотивации и личностного развития учащихся. Так как уровень развития мотивации и личностного развития учащихся 10 класса находился на среднем уровне. Разработаны и апробированы практические мероприятия, основанные на проектной деятельности, с учетом современных требований. Проектная деятельность интегрирована непосредственно в уроки 10 класса в объеме нескольких предметов с целью комплексного содействия развитию мотивации и личностных качеств учащихся. Их эффективность была подтверждена оценкой учебной мотивации старшеклассников ЭГ, которая на заключительном этапе показала значительное улучшение показателей внутренней мотивации и снижение внешних негативных факторов. Проектная деятельность оказала значительное влияние на развитие личностных качеств, так как в экспериментальной группе также улучшились все показатели: самооценка, самопринятие и образ «Я».

🔑 **Ключевые слова:** проектная деятельность, старшеклассники, мотивация, личностное развитие, факторы развития.